

## **Dakota College at Bottineau Course Syllabus**

### **ASC 087 College Writing Preparation**

**Course Description:** A precollege writing course that prepares students for College Composition, ENGL 110. Provides instruction in writing effective sentences, solid paragraphs, and well-organized essays.

**Course Objectives:** Students will learn to assimilate techniques for beginning an essay, organizing paragraphs, and writing sentences that will enable students to write clearly and economically in writing situations likely to be encountered in college level writing.

Students will learn to understand and practice revision techniques to recognize and revise non-Standard English that might work against a student achieving success in workplace or academic communication situations.

**Instructor:** Gary Albrightson

**Office:** Thatcher Hall 2207

**Office Hours:** Monday-Friday 10-11 a.m.

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**Lecture/Lab Schedule:** MWF 1:00-2:00 @ Nelson 104

**Textbook(s):** *The St. Martin's Guide to Writing* 9th ed by Axelrod/Cooper

*Sentence-Combining: A Composing Book* by William Strong

**Course Requirements:** Students will read assignments in the textbook and answer questions about the readings, will write weekly in class, and will write paragraphs and essays.

### **Tentative Course Outline**

Weeks 1- 2 first week activities and overview of the class

Weeks 3 - 6 frames for writing and genre

Week 7 – 10 starting essays

Week 11 - 14 revising essays

Week 15 - 16 final drafts of essays

**Grading:** The final grade in this class is based on the essays and other writing, in-class participation, and the reading assignments.

### **Policy on Devices and Class Participation**

Students who have electronic devices visible or generating audio or video will not earn participation points and will fail this class. Students should turn electronic devices off and put them away. Students earn points for class participation, and the instructor assumes students are not participating if they have cell phones, ipods, and other media delivery devices on display. Other behaviors like conversations not addressed to the class do not earn participation points. Entering class after it starts does not earn participation points, and exiting class before it ends does not earn participation points. Any behavior that interferes with other students' learning does not earn participation points.

**Course Objectives:** The following competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

- Students will be able to write in different genres (such as memoir, letter, proposal, exam essay) or essay types for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.
- Students will read closely and analyze what is read.

**Competency:** Express ideas through effective writing

#### **Sub-competencies:**

- Use the stages of the writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
- Demonstrate competent College Composition I writing through finished writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

**Competency:** Read at a level that allows students to participate in collegiate studies and chosen careers

#### **Sub-competencies:**

- Anticipate and understand the structure and organization of written work.
- Recognize an author's thesis and forms of support.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style and language have to an author's topic, audience, context, and purpose.

## **General Education Goals/Objectives**

Goal 2: Demonstrates knowledge and application of technology

- Objective 1: Completes an assignment using an appropriate application software
  - Skill 1: Creates, edits, and formats a word processing document
  - Skill 5: Demonstrates the ability to send and receive e-mail

**Relationship to Campus Theme:** Students in ASC 087 will read essays relevant to the campus theme and will write paragraphs addressing issues relevant to that theme.

**Classroom Policies:** Students should attend all of the classes, do all of the quizzes and tests, and do all the writing assignments. Late work earns half credit and failure to follow instructions earns half credit. . Plagiarized work will be failed. For more on the topic plagiarism see the section below.

**Academic Integrity:** The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

**Disabilities and Special Needs:** Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals